



	<p>Specifically, how to be respectful and also how to read repetition.</p> <ul style="list-style-type: none"> <li>• Oral language strategies <ul style="list-style-type: none"> <li>○ This is because students are to research one of the historical figures mentioned in the ode, but also to talk about their impact on society orally in front of the class.</li> </ul> </li> </ul>
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**Instructional Objectives & Assessment:**

Instructional Objectives (Students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Research a historical figure with a partner</li> <li>• Fill in a worksheet</li> <li>• Present their figure with their partner to with the class</li> </ul>	<p>Take your best go at this – You do not formally learn this until later in the term/program</p> <p>Include: Pre Assessment What: Discussion during/after reading ode How: Ask questions and see what students already know and also what their unfamiliar with</p> <p>Final Assessment WHAT: Students worksheets HOW: Checkbric (see rubric below)</p>

**Prerequisite Concepts and Skills:**

<p><u>Take your best go at this – This comes with experience, knowing the curriculum, and most importantly, knowing your students!</u></p> <ul style="list-style-type: none"> <li>• Students can read</li> <li>• Students can work effectively with a partner</li> <li>• Students can use a chromebook</li> </ul>
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**Indigenous Connections/ First Peoples Principles of Learning:**

<p><u>Learning is embedded in memory, history, and story</u> This lesson accomplishes this because the book is an illustrated book about black history. This lesson could go further and look at other cultures and look at indigenous history and memory. <u>Learning requires exploration of one’s identity</u> Students can use black history to look at their own histories and identities.</p> <p>There is also a reading circle implemented within the lesson.</p>
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**Universal Design for Learning (UDL):**

<p><u>Take your best go at this – You do not formally learn this until later in the term/program</u></p> <ul style="list-style-type: none"> <li>• Provide multiple ways for engagement <ul style="list-style-type: none"> <li>○ Students can sit on the ground or in chairs</li> <li>○ Have students connect experiences with what they know (talk with partner or answer discussion questions during discussion time)</li> </ul> </li> <li>• Provide multiple ways for representation <ul style="list-style-type: none"> <li>○ Reading the book/poem</li> <li>○ Showing the pictures in the book/poem</li> <li>○ Displaying the book’s pages on a powerpoint</li> </ul> </li> <li>• Provide multiple ways for expression <ul style="list-style-type: none"> <li>○ Students can read their worksheet off to the class</li> </ul> </li> </ul>
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- Students can write on whiteboard to present to the class
- Students can orally present what they know and learned about their event/figure by memory
- Students can come up with another idea to present their figure/event to the class

**Differentiate Instruction (DI):**

Take your best go at this – You do not formally learn this until later in the term/program

- For students with AUD or ADHD, this lesson provides multiple ways to be engaged and present their information
- For students with auditory disability, display book’s pages on a powerpoint
- For students with behavioral disabilities; encourage them and allow students to work in a classroom environment besides the desk

**Materials and Resources**

- 24 Chromebooks
- *The Undefeated* by Kwame Alexander and Kadir Nelson
- 24 Blackline Masters
- Teacher Laptop + Powerpoint for book reading
- Smartboard
- 12 Cue cards with figures written on it
  1. Jesse Owens (“the unforgettable”)
  2. Jack Johnson (“the unflappable”)
  3. Romare Bearden (“who shine their light”)
  4. Lebron James (“the Lebron James”)
  5. John Lewis (“the righteous marching ones”)
  6. Sandra Bland (“the unspeakable”)
  7. Michael Brown (“the unspeakable”)
  8. Martin Luther King Jr. (“the unlimited”)
  9. Wilma Rudolph (“the Wilma Rudolphs”)
  10. Muhammed Ali (“The Muhammed Ali”)
  11. Althea Gibson (“the Althea Gibsons”)
  12. Louis Armstrong (“the unbelievable”)

**Lesson Activities:**

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): <u>Book Reading</u> <ul style="list-style-type: none"> <li>● Have students make a reading circle (indigenous connection)</li> <li>● Before Reading (Introduce the text)               <ul style="list-style-type: none"> <li>○ <i>The Undefeated</i> has won many awards</li> <li>○ It is written as an ode, which is a type of poem that enthusiastically praises a persona, event, or idea. The Greek odes celebrated athletic victories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students are making predictions about this book</li> <li>● Students are sharing their “wonders” about the book</li> </ul>	10 min

<ul style="list-style-type: none"> <li>○ Based on the title, the cover illustration, and the poetic structure, what predictions do you have about this book? What are you wondering?</li> <li>● During Reading <ul style="list-style-type: none"> <li>○ Read it first time without showing the pictures and discussing poem <ul style="list-style-type: none"> <li>▪ What are the student's first impression of it?</li> </ul> </li> <li>○ Read it a second time <ul style="list-style-type: none"> <li>▪ White space around "the ones who didn't" significance</li> <li>▪ Adjectives describing Black American heros begin with "un" how does it affect its meaning?</li> <li>▪ Throughout the poem, some words or phrases are in italics. Why might this type of font indicate? What are you left wondering?</li> </ul> </li> </ul> </li> <li>● After Reading <ul style="list-style-type: none"> <li>○ The author and illustrator honor past and present Black Americans, including heros, victims of violent racism, and everyday young people. How are all these people undefeated?</li> <li>○ How do you feel after reading this poem?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students are listening to the book being read</li> <li>● Students are discussing their first impressions of the book</li> <li>● Students are responding to teacher candidate's questions during the book reading (second time)</li> <li>● Students are responding to teacher candidate's questions after the book reading</li> </ul>	
<p>Body:  <u>Black Historical Figures Research</u></p> <ul style="list-style-type: none"> <li>● At the back of the book there is an appendix</li> <li>● The appendix includes historical figures and events that <i>The Undefeated</i> references</li> <li>● Students will work in pairs <ul style="list-style-type: none"> <li>○ Students put in groups based on who their sitting by at their desks</li> </ul> </li> <li>● Tell students to go back to their original desks (leave reading circle).</li> <li>● Pairs will be assigned a historical figure/event</li> <li>● Pairs will come up and grab a chromebook and worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>● Students go back to their desks (leave reading circle)</li> <li>● Students listen to teacher candidate's instructions</li> <li>● Students with their partners come up and grab a worksheet and chromebook</li> <li>● Students with their partners research their historical figure/event</li> <li>● Students with their partners fill in their worksheets</li> </ul>	20 min

<ul style="list-style-type: none"> <li>○ Tell students at the end of the research you expect them <ul style="list-style-type: none"> <li>▪ Have worksheet completed</li> <li>▪ Tell students the most important box is the lessons learned box</li> <li>▪ Prepare what they are going to say in front of class (write this on the board so they can reflect back on it when coming up to present) <ul style="list-style-type: none"> <li>● 1. Name of person</li> <li>● 2. Famous for?</li> <li>● 3. Lesson learned from the person?</li> </ul> </li> </ul> </li> <li>● Pairs will research their celebrated historical figure/event and fill in the worksheet</li> </ul>		
<p>Closure: <u>Student Presentation</u></p> <ul style="list-style-type: none"> <li>● Pairs will present their figure/event to the class and their impact on society (Canada and USA)</li> <li>● Ask the students to hand in their worksheets.</li> </ul>	<ul style="list-style-type: none"> <li>● Students with their partners present their figure/event</li> <li>● Students hand in their worksheets</li> </ul>	5-10 min

**Organizational Strategies:**

<ul style="list-style-type: none"> <li>● Wait until all students are quiet</li> <li>● Create a rule that when a student is talking, there should be no other students talking same applies for teacher</li> <li>● Ring the bell to move students to the next activity</li> <li>● Create pairs by “elbow partner” (person sitting next to you)</li> <li>● Have students come up in a line to get labtops and worksheets</li> <li>● Explain instructions before having students get up from desks</li> </ul>
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**Proactive, Positive Classroom Learning Environment Strategies:**

<p><u>Take your best go at this – You do not formally learn this until later in the term/program</u></p> <ul style="list-style-type: none"> <li>● Greet students as they come into the classroom</li> <li>● To ensure all students in the group are participating have each student fill in a worksheet (not one per pair)</li> <li>● Have students in their pairs flexible where they can work (desk, floor, hallway)</li> <li>● Praise students who are on task and encourage students who are not on task</li> </ul>
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**Extensions:**

<ul style="list-style-type: none"> <li>● In class extension: Have pairs who finish early research another historical figure/event</li> </ul>
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- Next lesson extension: Have students write an ode to the historical figure they have researched
- Take home extension: Have a conversation with their guardians about the event/figure. If they do not know anything about figure, present what they know to their guardians.

**Reflections (if necessary, continue on separate sheet):**

This lesson was very effective for student engagement. The students really liked finding out about their assigned historical figure and also to explain the importance of their figure to the class. There were two issues throughout the lesson. One student who is repetitively a challenge when it comes to sensitive topics, was very disrespectful, and especially an issue when talking about some figures who had died for a cause. Although this was an unfortunate response, it allowed me to practice responding to incorrect behavior. I did remind him to be respectful during that moment, but I also talked to him after class as well. Another issue that presented itself was that the line for the chromebooks became long and problematic because students had to sanitize their chromebooks before putting them back on the cart. A way I can prevent this waiting, is having students put their chromebooks away after the lesson (after presentations). I would like to see how this lesson would eventually work during Black History Month, and how I would extend this kind of activity throughout the month (create a unit).

**Historical Figure Checkbric**

	Somewhat (1)	Good (2)	Exceeding (3)
Student has completed all boxes on the worksheet			
Student has reflected on lessons learn in depth			